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AUTHOR Dean, Cindy M.
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ABSTRACT

The program presented in this practicum was implemented to increase a target group of intermediate teachers' awareness of reading styles and strategies to improve students' learning in an urban elementary school. The setting for the project is a five-year-old public elementary school representing a broad range of socioeconomic backgrounds and cultures. A target group of 8 teachers, grades 3 through 5, was established for the program. Strategies included teachers discovering their own teaching style, learning student reading style preference, and practicing the administration and analysis of the Reading Styles Inventory. Teachers also learned how to develop hands-on materials and design their classrooms to meet the needs of their students. Levels of success were measured by at least 7 of the 8 participants showing at least a 10 percent increase on the teacher-made pre- and posttest of teacher attitudes and on a reading pre- and posttest which determined knowledge acquired. In addition, a teacher's implementation plan checklist determined 100 percent task completion among the targeted teachers. All program objectives were met. Appendices include assessment instruments, memos, agendas, thank you notes from participants, a newspaper article, suggested material list, copyright guidelines, and assessment results. Contains 13 references. (Author/AA)

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INCREASING INTERMEDIATE TEACHERS' AWARENESS OF READING STYLES AND STRATEGIES TO IMPROVE STUDENTS' LEARNING

by

Cindy M. Dean

A practicum proposal submitted to the Faculty of the
Fischler Center for the Advancement of Education
of Nova Southeastern University in partial
fulfillment of the requirements for
the Educational Specialist degree.

The abstract of this report may be placed in the
University database system for reference.

April 1996

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Abstract

Increasing Intermediate Teachers' Awareness of Reading Styles and Strategies to Improve Students' Learning.
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Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. When it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other professionals in the field and in the hope that my own work, presented here, will earn similar respect.

Cindy M. Dean
student's signature

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Dear Mentor:

Practicum students in Nova Southeastern University's GEM programs for master's and educational specialist degrees are asked to provide verification that the project activities reported in this document took place as described. On this sheet please write a brief overview attesting to your knowledge of the project activity to which this will be aattached. Note that you are not asked to evaluate or make judgements about the quality of the project on this page.

Practicum Title Increasing Intermediate Teachers' Awareness of Reading Styles and Strategies To Improve Students' Learning

Student's Name Cindy M. Dean Completion date 4/96

Project Site Quiet Waters Elementary

Mentor's Name Donna Morrison
print *signature*

Mentor's position at the site Principal Phone #(305)422-5909

Comment on impact of the project (handwritten):

At Quiet Waters, both our students and staff have benefitted from the "Reading Styles" Project. Teachers have become much more aware of students' reading styles; and as a result, have made curriculum adjustments which enhance student learning. The project also has contributed to increased motivation, both by teachers and students.

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CHAPTER I

Purpose

Background The setting in which this practicum was implemented is a five year old public elementary school located in a Southeastern urban area, representing a broad range of socioeconomic backgrounds and cultures. The school is located next to a public park and a shopping center. Across the street, there is a retirement home and a residential area with apartments and single family homes. A major highway separates the school from a large trailer park that houses many of the children who attend this school. There are thirteen public buses and three private buses that bring students from various areas of the community. Seven buses provide transportation for children from lower socio-economic residential areas. This includes one trailer park that is predominately Hispanic and two others that are primarily white. Five of the buses transports black students from an area approximately five miles away from the school. Two of the public buses transports children with various exceptionalities.

The school's current enrollment includes 1135 students with an ethnic breakdown of: 690 white, 273 black, 138 Hispanic, 31 Asian, and 3 American Indian. Thirty-one percent of the student population is on the Free and Reduced

Lunch Program (1994). Due to the steady increase in enrollment, many changes have occurred within the facility. These include the hiring of more staff and support personnel, increasing class size, and obtaining portable classrooms.

The community provides a culture rich in tradition with a sense of pride in its' schools. The stakeholders are very proud to be part of an Innovation Zone, a group of administrators, teachers, parents and community members working together to improve the educational programs in the High School feeder pattern. The target school places a high value on the social and emotional well-being of each student as well as each child's intellectual growth. The school provides a variety of programs designed to fit the needs of the individual student. These programs include pre-kindergarten, Emotionally Handicapped (EH), Specific Learning Disabilities (SLD), Speech and Language, English for Speakers of Other Languages (ESOL), Student Support and Assistance Program (SSAP), and gifted. In addition to the basic education curriculum, students have access to the media center, computer lab and science resource room which enhances the educational program. Support personnel provide individual and group counseling on relevant social issues such as substance abuse, divorce, wellness, self-esteem and conflict resolution. School staff work jointly with the Intervention Assistance Team (IAT) in identifying at-risk students. The team recommends prevention and intervention strategies and provides follow-up to assure student success.

The Principal's Report on Attendance for the last three years, 1991-1994, indicates a steady average daily attendance of 93 percent. The number of referrals increased by 68% in 1993-94 and decreased by 5% in 1994-95. The increase in 1993-94 can be explained by the 65% increase in student population (see Table 1).

Table 1

Total Population, Attendance, & Referrals For 1992-1995

School Year	Population	Attendance	Referrals
1992 - 1993	736	93.3%	367
1993 - 1994	1120	93.6%	536
1994 - 1995	1143	93.0%	511

(School Reports 1992 - 95, Referral Records maintained by Assistant Principal at Targeted School)

The faculty is composed of 67 females teachers and one male. The ethnic breakdown is 60 white teachers, seven black teachers, and one Hispanic teacher. Forty-four percent of the teachers have taught three years or less, 22% have taught between four to nine years, and 34% have taught over ten years (see Table 2). Approximately 75% of the teachers have Bachelor degrees and 25% hold Master degrees, and no teacher holds a Specialist or Doctorate degree. There are five clerical workers: an office manager/bookkeeper, data processor, and three

secretaries. The principal and assistant principal are two white females, both holding a Master degree and certification in Administrative Leadership.

Table 2

Total Number of Years of Experience 1995

Years of Experience	Number of Faculty	School Percentage
0 - 3	30	44.1
4 - 9	15	22.0
10 +	23	33.9

(School Report 1994 - 1995)

The teachers are active participants in county workshops, university courses, summer institute programs and professional conferences. Teachers are encouraged to share their knowledge and skills with their colleagues. The school staff provides a variety of curricular programs to enhance the education of all students. Some examples include career education, drug awareness education, multicultural education, and economics education. The school also holds a social science fair, cultural arts fair, field day, talent show, literary fair and a marketplace.

The target school has always had a very large and active parent group. Many hours have been spent by parents on various activities during the 1994-95 school year. The Parent Teacher Association (PTA) provides many enriching experiences and opportunities for students and faculty such as fund-raising events

and assemblies. They also promote family get togethers such as the Italian Night, Fish Bake Dinner, and Pancake Breakfast. The PTA demonstrates its support of the community by underwriting and volunteering to help run the school's Publishing Press, Safety Haunted Mansion, and Bicycle Rodeo.

Extra-curricular activities are also an integral part of the school's daily life. A wide variety of clubs and activities are provided to meet the different interests of students. These activities include art, chorus, environmental, first aid, safety patrols, peer mediation, Student Council, Technoids and Just Say No.

The writer is a member of the support staff who began teaching ten years ago and has been both a primary and intermediate teacher, teacher of the gifted, and a science resource teacher. The writer was also an active participant in a special program for underachieving gifted students and was the Social Studies Teacher of the Year in 1992. Currently, the writer is the teacher of the gifted and the support specialist at the target school. The writer is active in all facets of the school by serving on the safety and discipline, technology, and environmental committees and the algebra subcommittee of the School Improvement Team (SIT). Moreover, the writer is a coordinator of the Student Council, Academic Competition, Academic Fair, Peer Mediation, Marketplace and Technoids. The writer has been on several curriculum writing teams for gifted, economics, career education, multi-cultural, and elementary education. The writer has participated

on the Attention Deficit Disorder Task Force and was the recipient of several grants including Chapter 2, Florida Association for the Gifted Grant, Teacher Directive Incentive Funds, and Title VI.

Problem Statement The targeted school's academic achievement reveals a need to improve test scores in all subject areas with reading being the most critical area. In 1994, 28% of the fourth grade students at the targeted school scored above the national median in reading as compared to the district average of 43%; whereas, 45% of the fourth grade students scored above the national median in mathematics as compared to district average of 54%. The school average writing score of fourth grade students in narrative writing was 2.2 as compared to the district and state of 2.3. Moreover, the school average writing score of fourth grade students in expository writing was 1.9 as compared to the district average of 2.0 and state average of 2.1.

The target elementary school participated in the Strategic Analysis for Groups in Education (SAGE) Needs Assessment (1993). The data received through this research based assessment determined that there was an overemphasis on the use of worksheet oriented programs and insufficient use of various materials and approaches relating to students' learning styles. Results from the Southern Association of Colleges and Schools (SACS) Self-Study, and Strategic Planning sessions, Stanford Achievement Test Scores also support the

need to improve reading skills. Currently 66 percent of the students in grades three through five are reading below the national average, as documented by test scores. According to all gathered data, over 50 percent of the students should be reading above the national average. This is a discrepancy of 16 percent of the student population (see Table 3). There is a great need for students at the target school to improve in the area of reading. The low level of reading may be caused by teachers not being aware of students' learning styles in reading.

The target group selected to participate in this practicum are intermediate teachers, grades three through five. All of these teachers expressed the desire for additional training at a mini-inservice on learning styles (Appendix A: p. 67). The targeted group was selected from a sign up sheet which was made available at the mini-inservice.

Table 3

Total Reading Stanford Achievement Scores For 1994

Grade Level	Total Reading
3rd	43 percent
4th	35 percent
5th	45 percent

(Department of Research and Evaluation, County Public Schools Testing and Evaluation)

Target Group Description

1. Participant A - White Female, 5th grade teacher, three years of experience, Bachelor of Science in Elementary Education. Currently working on gifted endorsement.

2. Participant B - White Female, 3rd grade teacher, 7 years of experience, Bachelor of Science in Elementary Education. Certified in ESOL.

3. Participant C - Black Female, 5th grade teacher, four years experience, Bachelor of Science in Elementary Education.

4. Participant D - White female, 4th grade teacher, seven years of experience, Bachelor of Science in Elementary Education. Certified in ESOL.

5. Participant E - White Female, 4th grade teacher, 20 years of experience, Bachelor of Science in Elementary Education. Certified in ESOL.

6. Participant F - Black Female, 4th grade teacher, two years of experience, Bachelor of Science in Elementary Education.

7. Participant G - Black Female, 3rd grade teacher, five years of experience, Bachelor of Science in Elementary Education.

8. Participant H - White Female, 3rd grade teacher, ten years of experience, Bachelor of Science in Elementary Education, Certified in ESOL.

Intermediate teachers at the targeted school are currently using a variety of teaching methods. Typically, teachers are using the district approved reading basal series for those students that are one grade level below or on grade level. There is an emphasis on workbook pages and worksheets. Those children scoring below one grade level are receiving Direct Instruction (DI), a reading series published by Macmillan/McGraw-Hill (1987). Most students that are above grade level have been given chapter books to read as well as supplementary materials and research projects.

Despite the fact that the targeted school has very experienced and motivated teachers, three of the eight targeted teachers could not identify their own reading style. They also indicated that their present teaching strategies did not include teaching to the student's learning style. These teachers should be familiar with their own teaching styles and be able to teach the students in their

learning style preference. The targeted school's need was to train teachers to go beyond the traditional methods of reading to improve reading test scores. They identified their own teaching styles and analyzed the reading styles of their students and then implemented a variety of reading methods to accommodate individual reading styles, thus promoting increased achievement in reading.

Outcome Objectives The goal of this practicum was to increase the knowledge and skill level of teachers about reading styles which will enable them to effectively work with at risk students in the classroom. To achieve this goal the following objectives were proposed:

1. After completing the twelve-week inservice, seven of the eight participants will demonstrate a more positive attitude towards at risk students in the area of reading, as evidenced by at least a 10% increase as measured by a teacher-made pre/post Attitude Inventory (Appendix B, p. 69).

2. After completing the twelve-week inservice, seven of the eight participants will show a 10% increase in the understanding of reading styles as evidenced by a teacher made pre and post Reading Styles Test (Appendix C, p. 71).

3. After completing the twelve-week inservice and implementing a plan for the at risk students, seven of the eight participants will be able to give the Reading

Styles Inventory to at least five identified at risk students in their classroom with 100 percent completion as measured by a teacher-made post Inventory Checklist (Appendix D, p. 73).

CHAPTER II

Research and Planned Solution Strategy

Prevention of reading failure is of great concern for both educators and parents. Research has demonstrated that the failure to lean to read affects a student's self-concept and subsequent school career. Carbo (1994) states that students learn to read through their individual learning style preferences and strengths. They learn in a manner that is most natural, easy, and efficient for them. Learning style describes how well a particular person learns under specific conditions. For instance, some students are disturbed by the slightest noise and must learn in a quiet environment, whereas other students perform better with music playing in the background. There are some children who are responsive in the morning and others in the afternoon. Many students acquire skills by using auditory strengths while others depend on visual strengths. By identifying and evaluating the individual learning styles of students, educators can create the optimum learning environment for each child, thus promoting an environment where students' motivation to read increases.

Illiteracy in America The human and financial costs of illiteracy are astronomical. Prisons are full of people with low reading ability. Corporate

America estimates that they spend annually $30 billion to teach its workers reading, math, and writing skills. According to the National Assessment of Educational Progress (NAEP) 1990 Report, 40 percent of seventh graders cannot read their texts to comprehend the material and this figure increases to 60 percent by grade twelve as cited by Carbo (1992b). The NAEP study by Foertsch, as cited in the National Reading Styles Institute (NRSI) Teacher Manual, (1994) also revealed some alarming statistics about our current reading instruction:

* American students read very little in or outside of school.

* Teachers placed an overwhelming emphasis on workbook activities.

* Library use decreased throughout the grades, with most twelfth graders reporting only yearly use of the library.

* Access to reading materials in the home declined from 1988 to 1990.

* Only 25% of students reported discussing books with family and friends.

* About 20% of the students reported reading for fun only "yearly" or "never."

These literary discrepancies may have been avoided if students and teachers had been trained in appropriate learning styles. Research in learning styles acknowledges that the identification of a student's learning style may be the primary method used by teachers to prevent reading failure (Oglesby and Suter, 1995). According to Carbo, many students do not learn to read because teachers fail to match learning styles with reading methodologies. Most reading programs

at the primary level are counter-productive and that the teaching method harms up to 80 percent of all young readers. In addition, teachers are producing generations of readers who hate to read as cited in Connor (1992a).

Teaching approaches that force students to learn through their reading style weakness tends to cause failure, indifference, and low self-efficacy; whereas, teaching children through their reading style strengths, produces readers with self-confidence (Carbo, 1987).

Woolfolk as cited by Oglesby etc. (1995), stated that

> When students are having difficulty learning with one teaching approach, it makes sense to try something else. If you can form some hypotheses about your students' particular needs and the reasons your current approach does not fit these needs, you should be able to find a better alternative. Teachers should be persuaded that assessing reading and learning styles is very beneficial. Teachers must be reminded that *no* one strategy is best for all children (14).

There have been many researchers and writers that have investigated learning behaviors. Carl Jung in the early 1920s studied personality typology preferences as cited by Champagne and Hogan (1995). Since the late 1960s educators have been studying whether individual differences affect the way children learn (Guild, 1989). Myers-Briggs, Dunn & Dunn, Gregorc and Carbo, are just a few of the most prominent authors of various learning style inventories and left/right brain theories according to Guild.

Learning styles research has received extensive attention. Students are now profiting from the past decades of research on individual learning styles that focus on instructional methodologies (Oglesby and Suter, 1995). Koons'as cited in Oglesby and Suter, (1995) stated that,

> schools should be made to fit the student, not students made to fit the schools. As teachers become more competent in diagnosing individual reading styles and providing instructional strategies that match these styles, it is reasonable to believe that teachers will group children together according to both performance levels and to preferred reading styles (p. 11).

The most current trends in learning styles include the 4MAT Book by McCarthy as cited in O'Neil (1990) which describes an eight step planning system that alternates the right and left brain hemispheric strategies. McCarthy believes that by planning lessons with learning styles in mind that teachers can serve the majority of their students. In addition, the 4MAT software is now available which allows educators to successfully plan lessons while meeting the learning styles of all students (Ellison, 1992). Moreover, the Structure of Intellect (SOI) Learning Abilities Test has been designed to assess a variety of cognitive abilities and provide information on the learning styles of students (Cronin, 1992).

Matching reading styles with learning styles has proven to be very effective. In one year, fourth grade students in an inner city school improved from the bottom third to the top third (Connor, 1991). "Any school that begins to work

with learning styles will never go back to the old way," Dunn, as cited by Solorzano (1987 p. 57).

A study released in 1987, Bending the Twig: The Elementary Years and Dropout Rates in the Chicago Public Schools, found that second and third grade students who fall behind in their reading skills rarely ever catch up. According to Tee Galay, president of the panel study, "Students' success in high school is shaped by the quality of their preparation in elementary school, just as a tree is shaped when it is only a twig" (Griffin, 1987, p. 7).

Making adjustments in the classroom to match the students' reading style is one of the simplest compromises a school can make. In Gainesville, Florida, the P.K. Yonge Laboratory School provides students with a variety of environments that meet the students' study preferences. For example, students work under radiant lights or in dimly lit areas, sitting in chairs or laying on beanbags. According to Karol Gadwa, students' attendance improved significantly in an alternative program for dropouts in the state of Washington that started at 11:00 a.m. which accommodated students who learn best in the afternoon (Solorzano, 1987).

In 1985, the Bledsoe County Schools in Tennessee implemented a district-wide reading styles program (Carbo's NRSI) to improve reading instruction. After three years of implementation, the average student's score increased from

the third to the fifth stanine. The district concluded that in order for the reading styles program to be successful, the administration had to be supportive. Time must be provided for teachers to meet and share ideas. Teachers must have the necessary materials and equipment to implement the program effectively. Arrangements must be made for continuous training and assistance as well as careful consideration for gradual implementation.

The Bledsoe County's reading program included staff development, parent awareness and training, and techniques for the modification of reading instruction. The staff training included the administration of the Reading Styles Inventory (RSI) which provides a computer-generated student/group profile. The profiles included a detailed plan for reading instructional strategies. After the teachers learned about their own reading styles, they experienced a paradigm shift, from the traditional classroom environment to a more informal design. The teachers also learned how to evaluate and use analytical and global reading methods to better meet the needs of their students (Synder, 1994).

Dr. Lois LaShell, Director of Graduate Programs for Antioch University in Washington State, conducted a ten month experiment with learning disabled students grades two through six. Forty seven children whose reading styles matched the instruction, gained 1.4 years in reading whereas forty-three students with mismatched styles gained only 3.8 months. In addition, those students who

had mismatched reading styles only advanced four months with the same teacher the previous year. The majority of the learning disabled students were global/tactile learners who had once been taught to read in a more analytical approach (Carbo, 1986).

In 1990, Thomasson studied kindergarten through second grade students in Pine Bluff School District. The study showed that after the implementation of teachers using strategies to meet the preferred reading styles, there was a 20% decrease in discipline problems, 23% increase in cooperative learning, and a 17% increase in communication with parents. Barber, Director of Research for Phi Delta Kappa, conducted a national research study in reading styles (1994). The study showed that in six months, significant reading gains had been made by a diverse group of learners in grades one through nine. The study also showed that a quality staff training workshop with administrative support resulted in the consistent use of effective reading instruction for all reading styles. Barber's research design compared the effectiveness of reading styles with other common methods of teaching reading. Each reading styles teacher was matched with a control teacher with similar professional backgrounds and similar students. The teachers in the experimental group were trained in the reading styles method for four days before the experiment began and for two additional days during the experiment. The training included administering and using the RSI, various

reading strategies and materials to match the students' strengths as shown by the students' reading profile. A NRSI consultant was made available to them at least once during the first year of implementation.

The results of the experiment showed that if a teacher implements reading styles at a 70% or above level then there were significant reading gains; however, if the implementation was less than 70%, students showed no significant differences than those students in the control group. Dr. Barber recommends that to insure success, administrators must (1) arrange adequate high-quality staff development in reading styles, (2) provide opportunities for teachers to share successes and ideas, and (3) supply the necessary materials and equipment to teachers (Barber, 1994).

Research conducted by Oglesby and Suter (1995) "tested the hypothesis that reading instruction designed to incorporate students' preferred reading styles resulted in greater achievement gain when compared to comparable controls" (p. 11). The researchers concluded that their hypothesis was correct. They also found that teachers in the study who incorporated students' reading styles into their instructional strategies did not face an insurmountable task, yet students' improved their reading performance.

According to Carbo as cited in Connor (1992a, p.88), "The key to effective reading instruction, regardless of the program, is to understand the

reading styles of the students and to design instruction that is compatible with those styles." Carbo further explains that learning how to read doesn't depend on how intelligent you are, but on how you are intelligent. Children that understand their reading style and utilize strategies that help them learn tend to experience success and will become more successful (Connor, 1992a).

Reading approaches have swung back and forth from holistic to phonic instruction with little regard of reading styles. There are five keys to remember for successful reading instruction no matter what type of reading instruction the school district is advocating:

(1) Keep motivation high by supplying high-interest books.

(2) Keep stress low by designing comfortable reading areas.

(3) Be flexible and use different types of reading strategies.

(4) Share information about the different types of learning styles with your students.

(5) Know your students' reading styles (Carbo, 1990).

The Reading Styles Inventory (RSI) provides information on how the student learns best. The RSI individual profiles provides teachers with the following data: (1) the student's reading style (2) recommendations for the best reading strategies, and (3) recommended reading materials (Oglesby and Suter, 1995). The RSI Individual Profile includes global/analytical tendencies,

perceptual strengths, preferred reading environment, emotional, sociological and physical preferences.

The Reading Styles Inventory-Intermediate (RSI-I) is a multiple-choice questionnaire and is very easy to administer. The teacher's guide recommends a ratio of no more than 15 students to one teacher. It can be administered in a regular classroom setting where students' answers cannot be seen by other students. The teacher can read as much of the RSI-I as needed. The inventory can be administered in several sittings depending on the attention span of the students. The RSI-I should not be timed and all 68 questions must receive one and only one answer. This is very important to protect the reliability and validity of the RSI-I (Carbo, 1994). According to Carbo, "The accuracy of the computerized reading style diagnosis and prescription depends upon the accuracy of a student's responses (Carbo, 1994, p.18).

An educator that is teaching to analytical learners must be extremely consistent. Assignments should be outlined and teachers should return the results of tests as soon as possible. Teachers should begin with a rule, then give examples. Dates, vocabulary words, and specific facts should be included for each topic (Carbo, 1994).

Carbo explains that, "analytical students are *part-to-whole learners*. They can often master isolated skills that are presented in a sequential fashion, they

enjoy forming words from bits and pieces of phonetic information, they can easily recall details, and they like to work with puzzles and nonsense words" (Carbo, 1987, p. 198-9). Analytical students are usually either auditory or visual learners.

Carbo goes on to explain,

> Students with auditory reading styles are capable of discriminating among subtle differences in letter sounds, associating those sounds with letter shapes, and blending letter sounds quickly to form word. Youngsters with global reading styles are *whole-to-part learners*. They require both high-interest reading materials that involve them emotionally (especially humor) and holistic reading method (Carbo, 1987 p. 198-9).

Global students usually display tactile and kinesthetic strengths. Students with reading problems seemed to be right brained and need to learn globally rather than analytical. Many poor readers are dropouts of reading strategies that demand analytic/auditory reading styles. According to Carbo reading programs that have worked best for poor readers accommodate their tactile and kinesthetic strengths. Kinesthetic learners need to move or they become frustrated. They have difficulty sitting at their desks and completing their assignments (1987).

If a child has global tendencies, a teacher or parent must use high-interest reading materials that are of interest to the child. Teachers should begin with the whole picture and then discuss the particulars of the story. The student needs to relate the reading material to the real world. If a student is fairly equal on both analytical and global tendencies, then either approach above can be used. Carbo

continues to describe students with auditory, visual, tactile, and/or kinesthetic perceptual strengths require a variety of strategies to meet their individual needs. The following describes the reading methods and materials most appropriate for each reading style:

1. AUDITORY - This student needs to learn decoding skills, such as phonics or linguistic methods. The teacher or parent should begin by teaching similar words. Materials used should include tape recorders and auditory clues such as fingersnaps, clicking of tongue, chants, and voice tones.

2. VISUAL - This student needs to use global reading strategies such as choral reading, whole-word Reading, language experience, and/or recorded books. The teacher or parent should begin by teaching dissimilar words (e.g. dinosaur, table, and fun). Materials used should include colored chalk, markers, crayons, pencils, pictures, diagrams, charts, posters, and transparencies. Symbols may be used to note important facts discussed in class. Using audio-visual resources such as filmstrips, slides, videos, laser discs, and photographs can benefit the student ability to recall information. Guided imagery can be a very effective method in the beginning or ending of lessons (Galyean, 1983). Book games such as bingo, dominoes, task cards, electroboards, and flip chute can reinforce word recognition and comprehension (NRSCM, 1994).

3. TACTILE - This student needs to use some notebooks and language experience reading approaches. The teacher or parent should begin by combining art projects and story writing. Materials used should allow the child to manipulate and touch items such as game boards, puzzles, card games, string, and cold spaghetti.

4. KINESTHETIC - This student needs to have reading combined with many kinesthetic experiences. Reading methods should include choral reading, recorded books, language experience, and whole-word approaches. The teacher or parent should begin by having the student read directions and then cook or build something. The student should have the opportunity to act out a play, create their own shows, play charades, participate in simulations, conduct interviews, and role play (NRSCM, 1994). Materials used are games that use the body such as floor games, scavenger hunts, and puppets. Allowing movement while practicing rote activities such as spelling words or math facts will benefit the child's memory. Basic skills such as body reading, writing, spelling, and math should be taught through the body. Breathing exercises and/or relaxation techniques are very helpful to the kinesthetic child (Armstrong, 1988). The classroom environment should include soft pillows and/or rocking chairs (Barnow & Krug, 1994).

There are many additional reading instructional methods that incorporate preferred reading styles of students. These strategies include learning environments, recorded-books, individualized reading, conferencing, team learning, color overlays, computers, and high interest books.

Designing an environment based on the preferred reading environments of students is an approach that individualizes instruction for each student. Sound, light, temperature, formal/informal areas, and organization are all factors when designing a classroom (Carbo, 1994). A classroom should be child centered, motivating, and comfortable. Learning environments should allow students to work independently or cooperatively, be self-pacing, and extend learning potential to the maximum. Instructional areas should include activity/game stations, conference area, alcoves, a diagnostic/profile center, interest centers, a learning station, media center, and work stations. In addition, the teacher must establish rules, organize student folders on a daily basis, create progress charts, establish appointment book, provide individualized storage areas, and identify centers to maintain a consistent management system (Hodges, 1994).

The recorded-book method is a very effective strategy with children who have difficulty with phonics and/or older students who have been ineffective in reading. The method is simple and inexpensive and can be integrated into any curriculum. Very small amounts of text are recorded at a very slow pace with

good narration. The student listens to a brief passage repetitively, then reads the passage aloud to the teacher within a few minutes (NRSCM, 1994). This method has shown to improve word retention, word recognition, and comprehension. It also improves the child's ability to chunk words into appropriate meaningful units. In addition, students learn that meaning is conveyed not just by words, but by intonations, pauses and reticence between words and phrases (Connor, 1991).

> Using texts that are interesting to the student will produce the greatest gains. Research during the last fifteen years indicates that recording high-interest, high-level reading materials in small amounts, with a slow pace and short phrases, accelerates the reading progress of low-level reader. Recorded books help to remove stress because the student is in control of the number of repetitions and reads aloud when ready (Carbo, 1992, p. 193).

The individualized reading method allows children to choose their own reading materials based on their interests. Emphasis is placed on silent reading, comprehension, and enjoyment. The teacher checks the students' word meaning and comprehension skills during student conferences. This method is particularly good for both visual and global learners that are self-motivated (Carbo, 1994).

The conference method is when students sign up for conference times with the teacher. The student must have completed the conference questions worksheet, reading contract and book. The student can use the conference worksheet to discuss the story with the teacher and evaluate the performance. This method is particularly good for adult and self-motivated students (Carbo,

1994). If the teacher and student disagree, they can negotiate until both have reached an agreement. The score is recorded in the reading contract (NRSCM, 1994).

Team learning is a strategy that is excellent for introducing new material. Provide students with a poem, newspaper article, or some short paragraphs containing new information and a set of questions. Put students in cooperative groups to answer the questions. Then have students within groups share answers with the entire class. This method is particularly good for peer-motivated students (Carbo, 1994).

The color overlay assessment, according to Irlen, Scotopic Sensitivity Syndrome (SSS) is a perceptual dysfunction caused by the sensitivity to light and affects reading, writing, handwriting, attention span, motivation, and work performance. Medical opinion theorizes that the brain has difficulty processing full spectral light. This causes perceptual distortions which interferes with the reading process. Many children who have been diagnosed with SSS have been labeled in school as underachievers, with behavioral and attitude problems. SSS can coexist with other learning disabilities such as dyslexia, attention deficit disorder, or hyperactivity. The treatment of SSS has been developed by Irlen by altering light waves through the use of colored filters or colored overlays known as Irlen filters. These filters modify the light spectrum which can improve reading

comprehension, reduction in fatigue and headaches, and increase attention span. (Irlen, 1994).

Computer software can be integrated into the language experience reading approach. Suggested software includes: Talking Text Writer (Scholastic Software), Picture Perfect (Mindplay), Storymaker (Scholastic Software), Storystarter (Random House), Create with Garfield (DLM), Teddy Bear-rels of Fun (DLM), Explore-a-Story (Collomore Educational Publishing), Newsroom (Computability), Ghostwriter (MECC), The Print Shop (Boderware Software), and Writing to Read Program (IBM). (National Reading Styles Conference Manual, 1994 pg. 95-96.) This method is particularly appropriate for unmotivated students (NRSCM, 1994. p.123).

High-interest reading materials or interesting books that have proven to work effectively with children includes: The Storybox Collection, Jellybeans, The Sunshine Series, Once Upon a Time, Tales from Hans Anderson, Fables for Aesop, Tales form Long Ago, Animals on the Move, Celebrations, Tales of South Asia, Tales of the Caribbean, Tales of the British Isles, Tales of the Mediterranean, Maori Legends from New Zealand, Bookshelf, Reading Friends, Language Works, MCP Literature, Predictable Storybooks, and World Record Reading (NRSCM, 1994, p. 97-98.).

In The Power of Reading Styles booklet, Carbo believes that,

> To improve literacy in this country, reading programs must be refined that one reading method, focus, or set of materials can provide that opportunity for every student, or even for most children, is both ingenuous and inequitable. Unless decisive action is taken soon to reverse it, the miseducation of our young will quickly become a spiral of frustration and failure which not only denies the promise of personal fulfillment for many, but also endanger the very fabric of our free society. Let us not make this lesson the longest or hardest to learn (p. 26).

With the implementation of teaching to the different reading styles, teachers will no longer be caught in the pendulum of the question: Do we use phonics or whole language? Instead, teachers can teach children the program that best fit the styles of the reader (Snyder, 1994) Understanding learning-styles can break ineffective teaching patterns. "Remember that quantity is not the key. If one is allergic to tomatoes, it does no good to go to a buffet with five entrees containing tomatoes. Two genuinely different choices often are better than a smorgasbord of similar ideas" (Guild, 1989, p. 72).

Accommodating individual learning styles appeals to many educators, yet there are critics of the integration of style-based instruction. A major issue is to what extent teachers should match instruction with a student's preferred learning style. Some advocates believe a formal instrument should be used to assess a child's style, while others believe that it is superfluous and could lead to students being improperly identified. Moreover, there are others who feel that the only way to guarantee a student be taught through their style is to match them with a

teacher who shares that style. Some feel that to attempt to teach to all students' styles would cause teachers to burn out. Keefe believes that some educators have overemphasized classroom environment as cited in O'Neil (1990). Further more, Keefe believes general knowledge of learning styles is almost universal in education; however, Keefe believes only ten percent of the teachers apply learning style theory consistently in instruction. Gregorc as cited in O'Neil argues that the learning styles movement, "never (gets) enough energy to really build it in, but never dying out because it has some truth in it" (O'Neil, 1990, p. 83).

Solution Strategies This practicum instructed the targeted teachers on how the failure to read affects a student's self-concept and later school work as cited by Carbo (1994). Research information investigated learning behaviors and how learning styles affected a students' ability to perform under specific conditions (Connor, 1992a). Thirdly, the teachers understood the various learning styles (auditory, visual, tactile, and kinesthetic) and how to choose the various reading methods and materials most appropriate for each learning style (NRSCM, 1994).

The targeted teachers discovered how to incorporate both phonic and holistic reading methods into their curriculum through the use of the Reading Styles Inventory (Carbo, 1994). In addition, the teachers learned how to administer the RSI and analyze the results through the RSI Individual Profile

computer software. The Individual Profile provided teachers with information which includes global/analytical tendencies, perceptual strengths, preferred reading environment, emotional, sociological and physical preferences. With this data, teachers were able to design a classroom environment which meet the needs of all their students' various reading styles. Furthermore, the teachers are able to share this information with parents who could then set up a learning environment within the child's bedroom or other selected area (Carbo, 1994). The targeted teachers learned how to utilize the recorded-book method (NRSCM, 1994), use color overlays to minimize a perceptual dysfunction caused by a sensitivity to light (Irlen, 1994), incorporate computer software, and how to select high interest reading materials (NRSCM, 1994). Finally, the targeted teachers learned the various reading methodologies such as the individualized, conference, and team learning (Carbo, 1994).

CHAPTER III

Method

Pre-Implementation

The writer applied to the Human Resource Department to issue inservice points to participants who attended all sessions and score at least 80% on the post test. The writer offered the twelve-week inservice to eight faculty members that were selected based on their expressed interest during a mini-inservice on Diagnosing Learning Styles (Dunn, 1995). The meeting dates and times were discussed as well as a verbal commitment by selected targeted participants (Appendix E: p.75). In addition, the target group was asked to keep a log and spend additional time with the writer to discuss feelings, experiences, and observations. Twenty-four teachers from schools within the targeted school's Innovation Zone were also invited to attend the seminar. Participants were reminded to complete a Teacher Duty Authorization (TDA) form and obtain a substitute. They were also required to register for the workshop to receive inservice point

A consultant from the National Reading Styles Institute (NRSI) was hired for a Two-Day seminar. Transportation and hotel reservations were made as well

as arrangements for a special luncheon for support personnel, administration, and targeted teachers to meet with the consultant. In addition, plans were made for a continental breakfast for all participants during the two day workshop.

Materials were ordered from the National Reading Styles Institute (NRSI) which included 250 RSI test booklets and Teacher Guide, two RSI *150* - Student Package (three RSI disks, each tests 50 students), RSI Manual, Video: How to Use RSI Software, 684 reading styles stickers, RSI Group Program Disk, and RSI Parent-Involvement Disk. In addition, thirty-five NRSI Teacher Training Packages were purchased for participants. The training packages include: Reading Styles Training Level One and Level Two Books (Carbo, 1994), RSI Individual Preview Disk (Series 400 revised), RSI Diskette Operating Manual, sample of a RSI primary, intermediate, and adult survey, NRSI material catalog, two (7 1/2 minute) cassette tapes and several articles on reading styles.

Week One

In the first session, the Pre-Attitude Inventory (Appendix B: p.69) was given to all the targeted participants. The Reading Styles Pre-Test was postponed until the Two-Day Seminar. A brief overview of the inservice objectives were discussed and participants' questions concerning inservice points were answered. A proposed agenda for the 12-Week Inservice was given and reviewed by the

participants (Appendix F, p.77-8). After the meeting, the Pre-Attitude Inventory was scored.

Week Two

Each participant in the target group was given an agenda for the day's meeting (Appendix G: p. 80). They also received the RSI Checklist (Appendix D: p. 73), Teacher's Implementation Plan (Appendix H: p. 82), and a copy of The Animal Story, as cited in NRSI Conference Manual (p. 239) in a folder (Appendix I: p. 84). The targeted participants learned what requirements were needed in order to receive inservice points and were given a summary of Nova Southeastern University's practicum requirements. The participants then learned the results of the Pre-Attitude Inventory and discussed the available figures. They also heard the story, The Animal School to better explain the need for understanding the various reading styles. The targeted teachers were asked to log in the dates of each task as completed on the RSI checklist (Appendix D: p. 73). They were also asked to create a material list found on the Teacher's Implementation Plan (Appendix H: p.82). A 40 minute video tape of Carbo's Combining The Power of Reading Styles with Whole Language, (1991) was scheduled to be shown to the participants. However, due to time constraints, only the first 15 minutes were viewed. This video began by Carbo discussing how education has swung back and forth on a pendulum from analytical to global approaches when teaching reading.

The participants discussed the video and agreed to see the remainder of the tape at a later date.

Week Three

Prior to the arrival of the NRSI consultant, final preparations of the Two-Day Seminar were made. A memo was sent to all of the intermediate teachers informing them of canceled resource classes that conflicted with the Two-Day Seminar. Another memo was sent to the targeted participants and support staff to remind them of the seminar and to invite them to a private luncheon with NRSI consultant. A shopping list was made for the continental breakfasts and luncheons. The food was bought at a local wholesale store with the approval of PTA for $75.00. The teacher training package materials were organized for easy distribution. An overhead projector and video cassette recorder (VCR) were set up in the meeting area as requested by consultant.

The NRSI consultant was picked up from the airport and transported to the hotel. During dinner, plans for the Two-Day Seminar were reviewed and revised to better meet the targeted group's needs. An agenda was typed for the first and second day (Appendix J: p.86-7) and copied for all participants. The consultant was picked up the next day at 6:30 a.m. from the hotel and brought to the targeted school. Breakfast was set up in the meeting area where the consultant had an

opportunity to share a continental breakfast with the participants. The first day of training included:

Day One Awareness Level - The Reading Styles Pre-Test and materials were distributed to all participants. In order for participants to receive inservice points each participant signed an attendance roster with their social security number, and subject area of certification. The consultant was introduced to the participants. Then the consultant introduced reading/learning styles and the research that confirms the need to teach to students' strengths. A 15 minute break was given to all participants. The writer used this time to set up for lunch. After the break, the consultant explained how lighting, environment, and perceptual strengths affect students learning. During this time, participants learned of the Scopotic Sensitivity Syndrome (SSS). Several articles acquired by the writer on SSS were copied and distributed. The participants also received the name and telephone number of a local doctor that specialized in this syndrome. All participants were given a list of local restaurants with directions for lunch. Then the consultant met with the targeted school's support personnel and administration for lunch to review the first half of the day. Everyone felt very positive about the seminar and discussed the information shared in the morning. After lunch, the participants learned the difference between global and analytical learners. The participants also learned how to teach and match the eight reading methods. Another 15

minute break was provided and then the participants learned how to take the Reading Styles Inventory for Adults (RSI-A) and how to use the computer software to interpret results. Each participant was asked to read the Training Manual Level One and take the RSI-A before coming back to the second day of the seminar. The first day of the seminar ended with very enthusiastic teachers. Many stayed longer to discuss what they had learned. The consultant was very willing to stay and answer their questions. Many participants stayed and took the RSI-A. Several participants completed putting the data on the computer and received the results of their own reading style. The writer then took the consultant out sightseeing and then to dinner to discuss the second day of the seminar. During the dinner, the consultant mentioned the concern that participants had for purchasing the required materials needed for implementation of reading styles.

The consultant was again picked up at 6:30 a.m. from the hotel for the second day of inservice and brought to the targeted school. The consultant had an opportunity to share another continental breakfast with the participants. The second day of training included:

Day Two Implementation Level - The participants were asked to sign the attendance roster in order to receive inservice points. Then the writer addressed the problem of purchasing materials. The participants were told that the writer would take their concerns to the Innovation Zone Steering Committee and request

funds. It was suggested to the participants that if they were interested in implementing reading styles into their curriculum to speak to their principals as soon as possible. The consultant demonstrated to the participants how to input the RSI-A data on the computer with the use of the RSI software. After each participant had their printout of their reading style, the consultant explained how to interpret the information. The consultant reviewed the first day of the seminar and then explained the Learning Styles Model. All of the participants were then given a 15 minute break. The writer began preparing for the luncheon. After the break, the consultant taught the participants on how to use the RSI to plan instruction. The writer explained that the 4MAT (Excel, Inc.) used computer software to design lessons that incorporated all learning styles. The writer offered to contact the company and give each participant more information. During lunch, the writer was faxed an order form which was then copied and distributed to each participant. The writer also distributed scissors, hole punchers, tape cassettes, and tape recorders to each table in the meeting area. During lunch break, the consultant met with the targeted teachers for lunch. This gave the targeted teachers an opportunity to ask any questions that they have had concerning the seminar. After lunch, the consultant demonstrated how to make hands-on materials and described the success experienced with the Carbo Recorded-Book Method. The participants were then given a 15 minute break.

After the break, the consultant taught the participants how to make recorded books. The seminar was concluded with an emotional story about a student who could not read and wanted to be a football player. Through the recorded book method, the student learned how to read and was then recruited to play football at Utah State.

After the story, the consultant was applauded. One participant wrote, "This presenter was the best, "better than the best" I've every experienced." The participants were given a Reading Styles Post Test and RSI evaluation form which was required in order to receive inservice points. Many of the participants thanked the writer personally for setting up the inservice and providing the teachers with materials that could be readily used in their classroom (Appendix K: p. 89-90). In addition, the participants expressed their appreciation for the organization and hard work. Moreover, the participants requested that the consultant come back for the third day which focuses on the creating a classroom environment and management techniques for implementation. It was suggested by the participants that the writer attend a third day session given by the consultant and then inservice the participants at a later date.

Week Four

The writer prepared a Innovation Zone Steering Committee presentation to request materials for the participants of the Two-Day Seminar. In addition, the

writer wrote a news article for the targeted school's newspaper (Appendix L: p.92). The presentation included a Reading With Style! folder which contained an agenda (Appendix M: p.94), a copy of the writer's news article, "Reading Styles Training" (Appendix L: p.92), samples of Post-Training Evaluation forms by participants who attended the Two-Day Seminar, a copy of The Animal School story (Appendix I : p.84), sample of an individual reading style profile, news article, "Igniting the Literacy Revolution through Reading Styles" by Carbo (1990), a NRSI 10% Discount Coupon on RSI Software received within 30 days of training, and a suggested material purchase order (Appendix N: p. 96). The first ten minutes of the VCR tape, Carbo's Combining The Power of Reading Styles with Whole Language (1991) was also used in the presentation. There were many distinguished people at the meeting, including one of the district's school board members, City Manager, principals from every school within the Innovation Zone, several parents, and other school board employees. The presentation lasted approximately 30 minutes. A motion was made and approved for each school to receive the amount of $800.00 for reading materials. A memo was typed for each participant of the Two-Day Seminar and was sent to them through the districts' mail service (Appendix O: p. 98). The participants were also given an evaluation form that needed to be completed and returned to the writer.

The targeted teachers were also notified with the memo and asked to complete the section on materials needed in the Teacher's Implementation Plan (Appendix H: p. 82). They were also given the evaluation forms to be completed and returned.

The writer provided the PTA with the receipt from the purchase of the food for the Two-Day Seminar. The total cost of the food, drinks, and dry goods came to $94.36. Although the PTA had only approved $75.00, they reimbursed the full amount.

Week Five

Due to several scheduling conflicts this week, the scheduled meeting was canceled. However, the targeted teachers returned their material list and evaluation forms. The list of materials was reviewed which included: headphones, cassette players such as Walkmans, dubbing machines, cassette tapes, tape recorders with microphones, Carbo's recorded books, bean bag chairs, colored overlays, balloons, flour, hair gel, freezer bags, index cards, and clip boards. Several of the items requested were already available in the targeted school. For example, a dubbing machine was located in the music room, and tape recorders, microphones, and headphones were available in the media center. It was decided that a recording studio could be set up in one of the small rooms off the music room. Parent volunteers, after training, could come at their

convenience and record books. The principal of the targeted school was excited about the idea and allotted $1200.00.

The following order was placed with NRSI 1995 Fall Catalog for the targeted participants: eight packages of medium-sized colored overlay kits which included eight different colored overlays, assessment instructions, assessment booklets for individuals and groups, and quick checklist for assessing visual difficulties. Each participant was also ordered one Coby Stereo cassette player. In addition, Carbo's recorded 16 complete book set was ordered. It included reading levels, first through third, with an audio cassette recording, a video of text, and five copies of the book. The titles include: The Day I Had to Play with My Sister, Little Bear, Let's Be Enemies, Bedtime for Frances, Who's Afraid of the Dark?, Frog and Toad are Friends, Caps for Sale, Kick, Pass and Run, A Birthday for Frances, Mouse Tales, Case of the Hungry Stranger, Bread and Jam For Frances, Play Ball Amelia Bedelia, The Witch Who Was Afraid of Witches, My Little Island, and Rose and Tulip. For students with third, fourth, and fifth grade reading levels, the following sets of recorded books were ordered: The Monster in the Third Dresser Drawer, My Robot Buddy, No Flying in the House, Who Knew There'd Be Ghosts?, Dracula Is a Pain in the Neck, and Frankenstein Moved in on the Fourth Floor. The total cost of the materials including shipping and handling was $1218.00. The following items were ordered for the targeted

teachers through Long's Electronics: 26 Panasonic Personal Cassette Player for $17.95 per unit totaling $466.70 and 1000 ten-minute cassette tapes at .30 per unit. The final purchase order was $792.26 including shipping/handling and insurance. The purchase order was sent to the Innovation Zone Grant bookkeeper.

Each targeted participant was sent a memo indicating what materials had been ordered, the date of the next meeting, and a reminder to return the evaluation forms. The writer submitted a Focus On Success Grant to try to obtain more funds for tape cassette players and cassette tapes. In addition, the writer attended the targeted school's School Improvement Team (SIT) meeting to explain about reading styles and the plan for implementation.

Week Six

The writer received a phone call requesting the video tape, Carbo's Combining The Power of Reading Styles with Whole Language, from one of the participants which came to the Two-Day Seminar from another school. The participant explained that the video tape was going to be used at their School Improvement Plan (SIT) meeting. The writer agreed to share the tape and explained that the first ten minutes of the tape would be most the appropriate.

The inservice meeting began about twenty minutes late due to a last minute meeting called by the principal. The targeted teachers seemed anxious to go home. The targeted participants were given their Teacher's Implementation

Plan back for completion. The participants also received an update of which materials had been purchased as well as an explanation on why the RSI computer software had not yet arrived. The participants were told about the recording studio and that once the cassette tapes were received, taping could begin.

The participants watched the remaining 25 minutes of the VCR tape, Carbo's Combining The Power of Reading Styles with Whole Language (1991). On the tape, Carbo discussed the five keys to accelerate learning achievement: (1) increasing motivation (2) decreasing stress (3) knowing various reading strategies (4) sharing information about learning styles and (5) knowing your students reading style. Carbo reviewed the differences between global and analytical learners and cited examples of the auditory, visual, tactile, and kinesthetic learner. Most of the participants had lost interest in the tape, commenting on how boring Carbo was on tape. Although the writer tried to get the participants on task; it seemed fruitless. Some of the participants began talking to each other and explaining how they requested parents to purchase headphones. They discussed how they used the headphones with many of the "read-a-long" cassette tapes available in the media center. The participants said that the students appeared happy with this strategy and that behavior problems had decreased significantly during independent work times. Overall, the participants were very anxious to

implement reading styles and were disappointed that the software was taking so long to arrive.

Once the tape was over, the participants reviewed the tape and brainstormed ways to adapt the basal reader to reading styles teaching. The participants were asked to list the strategies on the Teacher's Implementation Plan (Appendix H: p.82). Then the participants brainstormed on how to obtain items such as flour, balloons, gel, index cards, bean bag chairs, duct tape, self-sealing plastic bags, and clip boards. The writer had just received balloons from a bank that was moving to a new location and gave each participant balloons. It was decided that the students could bring in flour, clip boards, self-sealing plastic bags, and gel. The school could purchase index cards, duct tape, and heavy cardboard.

A Teacher Directed Incentive Fund (TDIF) Grant which was written by the writer was approved. An additional $468.00 was made available to purchase materials. Quotes were obtained for the purchase of bean bag chairs. One furniture store that sell waterbeds quoted a price of $32.00 for solid colors made in vinyl with the purchase of a minimum of twelve bean bag chairs. Two local discount stores would sell bean bag chairs for $19.95 each with the purchase of a minimum of 25 chairs Unfortunately, the school could not purchase bean bag chairs from a local store because the district had a contract bid on chairs costing

nearly twice as much. The principal ordered one bean bag chair from the district's warehouse to compare quality of merchandise.

The writer wrote a thank you note to the PTA for their support and the underwriting of the breakfasts and luncheons at the Two-Day Reading Styles Seminar (Appendix P: p.100).

Week Seven

The principal at the targeted school received a phone call from the school district's Department of Learning Resources concerned about the copyright laws and taping books. The writer showed the principal a paper explaining the copyright laws as explained in the Two-Day Seminar. The principal explained to learning resources that several publishing companies had given written approval and that recorded books were being purchased through the 1995 NRSI Fall Catalog. Moreover, the principal explained that the participants were given clear instructions and sample letters on how to write companies for permission.

The principal of the targeted school informed me that participant G had drastically changed the room by removing several desks and tables. Sleeping bags replaced chairs and students were writing on clip boards. It was suggested to visit the classroom as soon as possible. The writer visited the classroom after school and found only twelve desks and three tables which held computers. The chairs had been stacked for the custodian which made it difficult to determine how the

classroom functioned with children. After a meeting with the principal, it was decided to lead a discussion with the targeted participants, emphasizing the need to take things slowly and implement one thing at a time. A meeting was held and the teachers agreed that the reading inventories needed to be completed first, then analyzed with the computer software before changing the rooms drastically. For expediency, it was suggested that a teacher aide assist teachers with the printouts. Once the computer printouts had been made available and students had been grouped by reading style, the classroom environment could be designed. The participants agreed to meet again to help each targeted teacher with an individual classroom design.

The next day following the meeting, the computer software arrived. The targeted teachers were notified by a memo. Participant G was selected to be the first teacher to have the computer printouts analyzed by all the participants. Several of participant G's students had not yet completed the inventory. Because of the urgency expressed by the principal, the writer volunteered to give the RSI to the remaining students. Participant G was asked to meet after school to use the RSI computer software to create the student printouts for next week's meeting. With the teacher aide's assistance, the printouts were done very quickly.

Week Eight

As a group, the participants helped to design an appropriate environment for participant G's students. The design included a "U" shape with a table in the middle. A computer workstation, a class library, and a reading area were placed around the walls of the classroom. Two more areas were left for children to work independently and several areas for group work. The teacher's desk was placed in one corner of the room. The teachers requested that the school purchase small portable room dividers that could easily be removed when whole class lessons were given. Participant D and F were excited about the room design and went back and changed their rooms. Participant F shared the information with another fourth grade teacher who had not participated in the workshop. The teacher was eager to try something new and also changed the room. Participant D; however, changed the room back to the more traditional setting of rows after just a few days. Participant D shared that even though the students were happy, she did not feel comfortable with the design. Participant A, B, and H had already changed their room based on information in RSI manuals. Participant C and E, who would be considered the more traditional teachers, did not change their rooms. The individual desks in Participant E room are in rows and Participant C's desks rows of two.

Week Nine

The Carbo recorded books and video tapes arrived. After a discussion with the Media Specialist and principal, it was decided to have the materials bar coded for inventory purposes. The participants agreed that the books were far to expensive to release the tapes without making copies. The participants felt that making a set of tapes for every book would be the most effective way to utilize the materials. Many of the targeted teachers were concerned that other teachers would misuse the video tapes for entertainment. It was decided that the writer would monitor the video tapes so that only inserviced teachers could use them. The targeted teachers asked to have the set of second and third grade reading level books taped first. The participants were shown the bean bag chair what was ordered by the principal. After explaining the purchase procedures of the school district to the teachers, it was decided that paying over $60.00 for each bean bag chair was not cost effective. A parent volunteer was contacted and agreed to begin dubbing tapes the following week. The bookkeeper was asked to contact National Reading Styles, Inc. to find out why the color overlays and cassette players had not yet arrived. The bookkeeper explained that NRSI would not recognize the ten percent discount coupon given to us at the Two-Day Seminar. An additional $30.00 was needed and a complete new purchase order form was done by the bookkeeper.

Week Ten

Due to the Sea World/St. Augustine Trip that was scheduled for this week, the inservice meeting was scheduled for the following week. The teachers were very eager to get the student printout results so the writer requested a teacher aide to assist the teachers with the software. The participants requested that parent manuals entitled, Releasing Your Child's Learning Power, by Marie Carbo, Ed.D. be purchased to go along with the parent letter. The teachers felt that the manual would help the parents more easily understand the reading and learning style of their child. Three hundred parent manuals were ordered by the bookkeeper. The writer requested that one of the secretaries make labels for the tapes and that copies of the video tapes be made by a paraprofessional in order to protect the master copy. In addition, self-sealing plastic bags were purchased for packaging the recorded books. A teacher who was recently hired and had worked previously with Carbo's recorded books and reading styles agreed to meet with the targeted participants next week to answer questions on implementation procedures. The parent volunteer began recording tapes for the teachers.

Week Eleven

The writer distributed the recorded books, cassette tape players and colored overlays to the participants. An inventory list of materials and the recipients was made. The targeted teachers met with the new teacher and learned

how to implement reading styles and recorded books into their reading program. They were receptive and asked many questions. The targeted teachers were very enthusiastic and pleased that the materials had finally arrived for implementation. The participants agreed to invite parents to a meeting to explain how to interpret their child's RSI profile once the parent manuals had arrived. The writer reminded the participants to record their observations of their at risk students and to complete their checklist for next week's meeting. The participants were also asked to put their students' reading style printouts in their students' portfolios. Reading style stickers symbolizing the various styles of reading were ordered though NRSI. When the stickers arrive, teachers will place them on the "spine" of the student portfolio binders. The writer took photographs of students using the recorded books as well as some of the newly designed classroom environments (Appendix Q: p. 102).

In preparation for a Title VI Grant Showcase, the writer began working on a display. Photographs, samples of materials purchased, and research information will be shared at the exhibition. In addition, the objectives and results from the practicum will be used.

Week Twelve

The Post-Attitude Inventory (Appendix B: p. 69) and Reading Styles Posttest (Appendix C: p. 71) were given to all of the participants. The participants returned their checklists (Appendix D, p. 73) and shared the results with the others in the targeted group. The writer handed out photographs (Appendix Q: p. 102) of students learning to read utilizing the strategies of reading styles and recorded books. Several students had shared their reading successes with the principal and writer. The participants agreed to continue meeting on a bi-monthly basis to share information. In addition, it was concurred that all materials would be checked out through the writer. the targeted participants asked that a file be created and easily accessible to share lesson ideas and worksheets/activities.

CHAPTER IV

Results

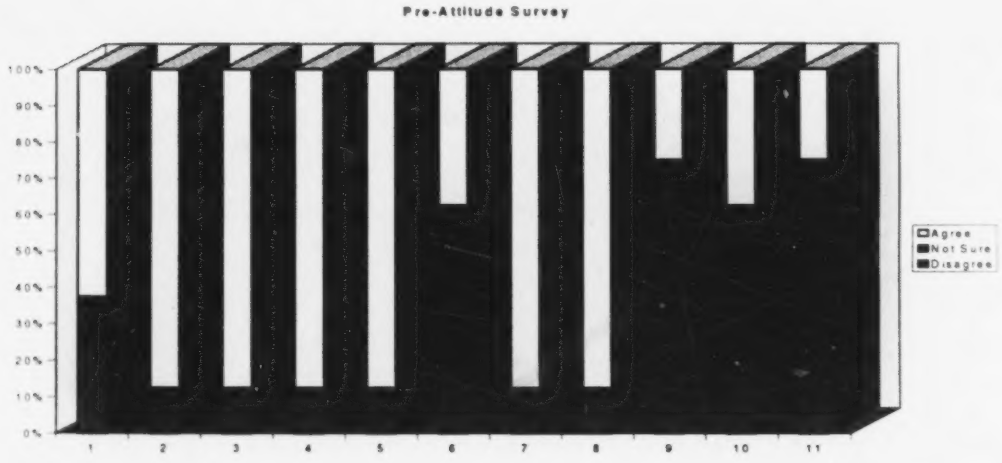
Evaluation Plan Outcome Objective 1 At the end of the twelve-week inservice, the teacher-made Attitude Inventory was assessed to determine if seven of the eight participants demonstrated a positive attitude towards at risk students in the area of reading as evidenced by at least a 10% increase in scores.

The Pre/Post Attitude Inventory (Appendix B: p. 69) uses the Likert scale, with 1 being that the participant disagrees with the statement and 3 being that the participant agrees with the statement, and 2 being neutral (Charles, 1995). The lowest obtainable score is eleven indicating a negative attitude towards using reading styles strategies; the highest score is thirty-three which indicates a positive attitude towards the implementation of reading styles into the curriculum. The participant had the opportunity to make personal comments with any of the statements. The purpose of the attitude inventory to assess the attitudes of the target group and to address their change in attitude during the twelve week inservice.

The targeted participants Pre-Attitude Inventory results showed that most of the participants agreed with the statements one through five, seven and eight;

however, 50% of the participants felt unsure about talking to parents about reading/learning styles in statement six. The last three statements, nine through eleven, showed that most of the participants disagreed with knowing about global and analytical reading methods, how to administer a Reading Styles Inventory, and how to plan instruction after learning the reading styles of their students (see Table 4, Pre-Attitude Inventory Survey).

Table 4



The Post Attitude Inventory Survey reflected a positive change in attitude on all statements except for statements three and four which remained unchanged as seen on Table Five. Statement eight revealed a negative change in attitude with Participant A who had originally agreed with the statement is now not sure about needing to know more about methods/strategies used when teaching reading.

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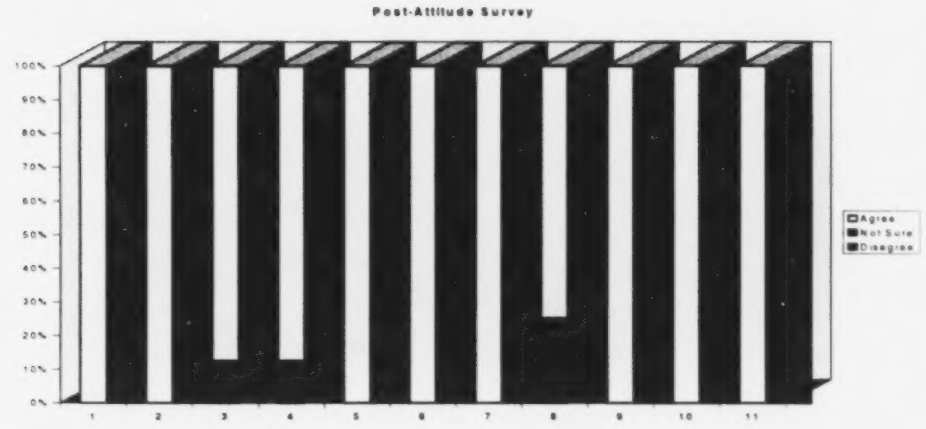
Table 5



The targeted participants' Pre-Attitude Inventory Survey revealed a mean score of 25, with the median and mode of 26. On the Post-Attitude Inventory Survey the mean score was 32, with the median and mode of 33. The targeted teachers' Post Attitude Inventory Survey showed an average increase of seven points or a 78% increase. Objective One was met as seen on Table Six on the next page..

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Table 6

Pre/Post Attitude Inventory Survey Results

Participant	Pre-Attitude	Post-Attitude	Point Increase
A	29	32	3
B	26	33	7
C	27	33	6
D	25	33	8
E	27	33	6
F	23	33	10
G	26	27	1
H	19	33	14

Derived from targeted participants' Pre/Post Attitude Inventory Survey (Appendix B: p. 69)

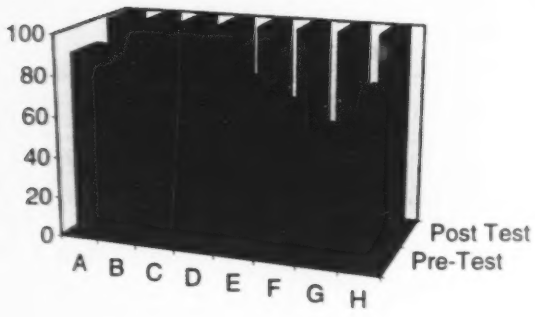
Outcome Objective 2 At the end of the twelve-week inservice, the teacher-made reading styles inventory (Appendix C: p. 71) was assessed to determine if seven of the eight participants show at least a 10% increase in the understanding of reading styles.

The Reading Styles Pre/Post Test required the participant to respond to statements by circling True or False. Each question was worth ten points for a total of 100 points. The purpose of the Reading Styles Pre/Post Test was to determine the rate of knowledge acquired during the twelve week inservice. The pre/post test scores were compared to determine if an increase of understanding had occurred. Eight out of eight targeted participants showed an improvement of

at least 10%. The mean average increase was 30%, with a mode increase of 20%, and median increase of 25%. Objective Two was met. See Table 6 for test score comparisons.

Table 7

Pre/Post Reading Styles Test Scores



Outcome Objective 3 At the end of the twelve-week inservice and implementing a plan for at least five at risk students, the teacher-made Reading Styles Inventory Checklist (Appendix D: p. 73) was assessed to determine if seven of the eight participants show a 100% completion in the administration of the Reading Styles Inventory - Intermediate.

The intent of the Reading Styles Inventory Checklist is to evaluate the effectiveness of the twelve-week inservice on the actual implementation of reading styles in the classroom. The Reading Styles Inventory Checklist assessed the degree of completion that the target group had in administering the Reading

Styles Inventory-Intermediate. The participants dated each of the ten tasks as completed on checklist (Appendix D: p. 73). After all of the tasks were finished, the participant met the criteria for 100% completion.

The targeted group was asked to make observations while completing tasks for the purpose of improving implementation for other teachers. Objective 3 was met. Some of the observations included:

> I've found the use of the Reading Styles Inventory a very positive experience. The implementation of suggested techniques has allowed many of my previously unsuccessful students to feel various aspects of success.
>
> This program is exciting. It has allowed students who do not succeed in reading to being successful.
>
> I enjoyed seeing how important learning styles is to each child and the different techniques to use for their differences.

It is intended that this inservice be implemented at the beginning of the school year for teachers. Allowing for modifications, suggestions and criticisms the basic format will be utilized for future programs. An additional third day of training by the National Reading Styles Institute (NRSI) consultant will also be included in order to help teachers implement the various management strategies and classroom redesign.

Inquires about becoming a NRSI Model school will be made. However, becoming a model school will require a commitment and dedication from the teachers and administration. This undertaking will provide 15 days of consulting which includes: training; classroom demonstrations; coaching; and program evaluation. Additionally, the writer will investigate the possibility of becoming a NRSI trainer for the district. Securing of funds for attending the next NRSI Conference will also be explored. Attendance of the conference is mandatory for the writer to enter the NRSI training program.

Reading styles will be infused into faculty meetings through the school's the curriculum committee of which the writer is a member. Bi-weekly meetings will continue to reserve time for faculty members to discuss problems and share ideas and suggestions. Materials from the inservice program and grant money will be placed in a convenient area for teachers to check out. An inventory will be maintained by the writer. In addition, all equipment and books will be bar coded for Media records. The writer will also apply for grants for more materials and expansion of the reading style project.

Future projects can include special presentations for parents, administrators, paraprofessionals and support personnel. The more informed educators become, the more students will be reached. A continuation of the project throughout the educational system is of critical importance. This project

has acted as a catalyst in the targeted site for reaching a growing population of students and helping to better meet their educational needs. If given the support it deserves, the project will continue to improve the quality of reading education for all students.

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Appendixes

Appendix A: Reading Styles Mini Workshop Memo

MEMORANDUM

DATE: October 27, 1995

TO: Intermediate Classroom Teachers

FROM: Cindy Dean

RE: Reading with Style! Mini Workshop

CC: Marilyn Anderson, Jinky Anderson, Lori McConaughey and Donna Morrison

I would like to implement a program that addresses reading styles of children. By identifying and evaluating the individual reading styles, strategies can be incorporated that will establish an optimum learning environment for children in your class.

A consultant from the Reading Styles Institute will conduct a two day workshop in late November. A limited number of intermediate teachers will be able to participate. Teachers attending inservice will need to make a commitment to the program.

If you are interested in participating and would like to more information, please attend a mini workshop in the Media Center on Wednesday, November 1, 1995 at 2:15 a.m.

Appendix B: Pre/Post Attitude Inventory

Teacher's Name: _____

PRE/POST ATTITUDE INVENTORY

Answer the following questions using the number values listed below. Indicate your response by circling the number which best represents your feelings.

1 - Disagree **2 - Not Sure** **3 - Agree**

1. I have at least five at risk students in my classroom that would read better if the classroom environment was more suited to their reading style.	1 2 3
2. I spend additional time working with at risk students in reading.	1 2 3
3. I need to know about different reading styles.	1 2 3
4. I need to know how to identify reading styles of students.	1 2 3
5. I know how to design my classroom to match the reading styles of my students.	1 2 3
6. I feel comfortable when talking to parents about reading/learning styles.	1 2 3
7. I think reading styles is an important strategy for reading.	1 2 3
8. I need to know more about methods/strategies used when teaching reading.	1 2 3
9. I know the difference between global and analytical reading methods.	1 2 3
10. I know how to administer the *Reading Styles Inventory*.	1 2 3
11. I know how to use the *Reading Style Inventory* to plan instruction.	1 2 3

Personal Comments:

Appendix C: Reading Styles Pre/Post Test

Teacher's Name: _____

READING STYLES PRE/POST TEST

DIRECTIONS: Read each statement. Indicate your response by circling "T" if the statement is TRUE, "F" if the statement is FALSE.

1. Whole-word is the best reading method for poor readers. T F

2. The majority of American students read very little in or outside of school. T F

3. The level of implementation of reading styles affects the overall reading achievement of students. T F

4. Analytical students are whole-to-part learners. T F

5. Students with auditory strengths should have phonetic reading instruction. T F

6. Global students require very structured environments to achieve. T F

7. The most appropriate reading methods for visual learners include language experience, Fernald, choral reading, and recorded books. T F

8. Poor readers usually are tactile and kinesthetic learners. T F

9. Children with Scotopic Sensitivity Syndrome (SSS) are students who fear reading out loud to others. T F

10. Phonics is the best reading method for poor readers. T F

Appendix D: Reading Styles Inventory Checklist

Teacher's Name: _____

READING STYLES INVENTORY CHECKLIST

DIRECTIONS: Date as you complete each task. Record Observations.

1. _____ Identified 5 at risk students in reading. (*Total Reading Score is below 50% on the 1995 Stanford Achievement Test*)

2. _____ Administered *Reading Styles Inventory* Intermediate, Gr. 3-8, to the identified students.

3. _____ Input student information and *RSI* answers on *RSI* Individual diskette using *RSI* Individual Profile computer software.

4. _____ Scored the *RSI* Answers.

5. _____ Printed the *RSI* Individual Profile.

6. _____ Printed out *RSI* Group Profiles using the *RSI* Group Profile diskette.

7. _____ Printed a Parent Profile, Parent letter, or Profile and letter by using the Home Study (*RSI* Parent Program) diskette. (RSI Diskette Operating Manual)

8. _____ Used selected small group techniques with appropriate students.

9. _____ Changed classroom environment to accommodate students of different reading styles.

10. _____ Used materials that I developed.

Personal Comments:

Appendix E: Targeted Participants' Memo

MEMO

November 28, 1995

To: Debbie Cividanes, Gwendy Millward, Sharonda Feby, Holly Barba, Robyn Jones, Kim Frederick, Tami Somers, Kathryn Nguyen, and Chandra Schaeffer

From: Cindy M.Dean

Subject: Reading With Style! Seminar

cc: Lori McConaughey, Jinky Anderson, Marilyn Anderson, Darla Timmons, Twylah Haun, and Donna Morrison

After your interest shown in learning more about reading styles, the following teachers will participate in the Two-Day Seminar on December 19 and 20, 1995. The workshop will be from 7:30 a.m. to 3:00 p.m. in the Media Center. In addition, you will be expected to participate in focus groups and supplementary training in the implementation of this program. You will receive 30 inservice points, 15 of which you will receive for the seminar.

Staff members from other schools in the Innovation Zone will be attending.

Each teacher will have to make arrangements for a substitute; however, if you have a student teacher you will not need to have a sub cover your class. The student teacher can oversee the class during the seminar. All other teachers will have to make arrangements as soon as possible. (Other teachers from the zone will be calling for subs, so call right away!)

If you can not make a commitment to this program, please let me know by December 13th so that I can select another teacher.

Appendix F: Reading With Style! Proposed Inservice Agenda

Reading With Style! Proposed Inservice Agenda

November 30, 1995	2:15 - 3:15 p.m.	Pre-Attitude Inventory Survey Pre-Reading Styles Test Overview of Inservice Questions & Answers
December 6, 1995	2:15 - 3:15 p.m.	Read, The Animal School Results of Pre-Attitude Inventory Carbo's RSI for Adults
December 13, 1995	2:15 - 3:15 p.m.	Results of RSI-Adults profile How to administer RSI-I How to use RSI computer software Reading Styles Inventory Checklist
December 19, 1995	8:00 - 4:00 p.m.	NRSI Consultant Breakfast Awareness Level - Intro Teaching student strengths Global vs. Analytic Reading Method Lunch Matching/teaching reading methods Interpreting RSI results
December 20, 1995	8:00 - 4:00 p.m.	NRSI Consultant Breakfast Implementation Level Using RSI to plan instruction Carbo Recorded Book Method Lunch Hands on Materials Management strategies Classroom Design
January 3, 1996		Teacher's Implementation Plan Create a list of materials needed Community volunteers Adapting Basal to recorded books

January 10, 1996	2:15 - 3:15 p.m.	Distribution of materials Begin making hands on materials
January 17, 1996	2:15 - 3:15 p.m.	Share materials Design and create a classroom environment to meet the needs of students' reading styles Begin recording observations of at risk students Set up dates for parent meeting
January 23, 1996 (pending date)	7:00 - 9:00 p.m.	3rd Grade Parent Meeting to discuss reading styles Continue observations & revisions
January 30, 1996 (pending date)	7:00 - 9:00 p.m.	4th Grade Parent Meeting to discuss reading styles Continue observations
February 7, 1996 (pending date)	7:00 - 9:00 p.m.	5th Grade Parent Meeting to discuss reading styles Continue observations
February 13, 1996	2:15 - 3:15	Discuss observations and necessary revisions for successful implementation
February 20, 1996	2:15 - 3:15 p.m.	Post Attitude Inventory Survey Post Reading Styles Test Reading Styles Inventory Checklist Share results of inservice

Appendix G: Reading Is Stylish! Agenda

Reading is Stylish! Agenda

December 6, 1995

2:15 - 3:15 p.m.

Discuss Inservice Points/Practicum 2:15 - 2:20 p.m.

Pre-Attitude Results 2:20 - 2:23 p.m.

The Animal Story 2:23 - 2:25 p.m.

RSI Checklist 2:25 - 2: 30 p.m.

Implementation Plan/Material List 2:30 - 2:35 p.m.

Marie Carbo's 40 minute tape
Combining The Power of Reading Styles with Whole Language

Appendix H: Teacher's Implementation Plan

_____ Implementation Plan

(Your Name)

1. List the hands on materials necessary for implementation:

2. List materials needed to be purchased:

3. List possible community volunteers to help make materials:

4. Brainstorm ideas on how to adapt the basal reader to Reading/Learning Styles through recorded books.

Appendix I: The copy of The Animal Story

The Animal School

Once upon a time, the animals decided they must do something heroic to meet the problems of "a new world," so they organized a school.

They adopted an activity curriculum consisting of running, climbing, swimming and flying. To make it easier to administer the curriculum, all the animals took all the subjects.

The duck was excellent in swimming, in fact better than his instructor; but he made only passing grades in flying and was very poor in running. Since he was slow in running, he had to stay after school and also drop swimming in order to practice running. This was kept up until his web feet were badly worn; which in turn caused his performance in swimming to drop to average. BUT average was acceptable in school, so nobody worried about that except the duck.

The rabbit started at the top of the class in running, but had a nervous breakdown because of so much make-up work in swimming.

The Squirrel was excellent in climbing until she developed frustration in the flying class where the teacher made her start from the ground up instead of from the treetop down. IN time, she developed "charlie horses" from overexertion and received a C in climbing and a D in running.

The eagle was a problem child. IN the climbing class he beat all the others of the top of the tree, but insisted in using his own way to get there. He was disciplined severely and spent most of his day in "time out."

At the end of the year, an abnormal eel that could swim exceedingly well, and also run, climb and fly a little, had the highest average and was valedictorian.

The prairie dogs dropped out of school and fought the tax levy because the administration would not add digging and burrowing to the curriculum. They later joined the groundhogs and gophers to start a successful alternative school.

Taken from the NRSI Conference Manual (1994). There is no author or copyright indicated.

Appendix J: Reading With Style! 2-DAY Seminar Agenda

READING WITH STYLE!

2-DAY SEMINAR AGENDA

Day 1

Continental Breakfast 7:30 - 8:00

Housekeeping

Introduction/Overview/Research

Break

Lighting/Environment/Perceptual Strengths

Lunch 11:30 - 12:30

Global vs. Analytical Learners

Break

Matching/Teaching Reading Methods

Interpreting RSI Results

Closure 3:00

READING WITH STYLE!

2-DAY SEMINAR AGENDA

Day 2

Run RSI-I software/Continental Breakfast 7:30 - 8:00

Housekeeping

Review Day 1

Learning Styles Model in Depth

Break

Using RSI to Plan Instruction

Lunch 11:30 - 12:30

Carbo Recorded-Book Method

Break

Hands On Materials

Creating Your Own Recorded Book -

Inservice Evaluation

Closure 3:00

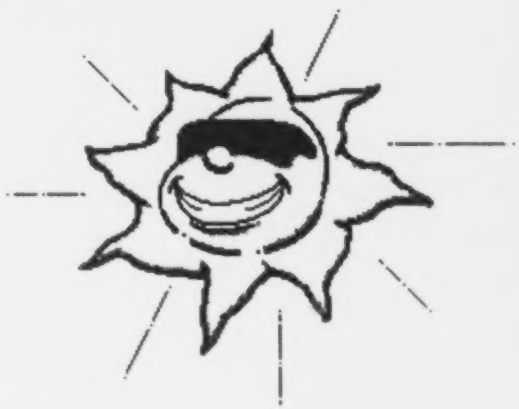
Appendix K: Two Thank you notes from participants

Dear Cindy and Marilyn,

Just a note to thank you for inviting me to the Reading Styles workshop. I think it is wonderful and I've learned a lot. I can't wait to try to implement some of what I've learned into my classroom. After yesterday's portion of the workshop, I went home and already put into play a plan to have 33 stress balloons filled with flour made by the winter holidays. I am also excited to get started taping dirt bike magazine articles for John and other diverse material for different members of my class.

Thanks again,

Gwendy



A teacher removes all the clouds to allow all students to shine!!!

Thanks!

Dear Cindy,

Thank you for hosting an enjoyable, effective workshop. I am excited to bring some great ideas back to my class and your warm hospitality was so appreciated.

Sincerely,
Jessie Vacalla

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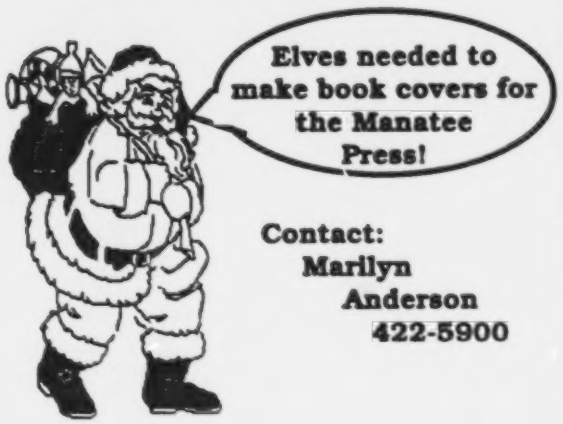
Appendix L: Reading Styles Training Newspaper Article

K-Kids' Club

The K KIDS would like to thank the Quiet Waters Community for their generosity. A total of 1,533 pounds of canned food items were collected. Students in Pre K through five shared items with less fortunate families. The K KIDS worked hard collecting, packing and preparing the boxes for delivery to the Salvation Army. This was a wonderful opportunity for all students to reach out and share with others.



♫ Music Notes ♫

Look for our 4th & 5th grade choir, THE MANATUNES, at the Deerfield City Hall for the Christmas tree lighting, December 1st at 7PM. If you missed them at Deerfest, you missed a great performance.

Congratulations to our Star performers in 1st Grade. What a super job they did on "Thanksgiving Treasure". **BRAVO!** Many thanks to our 1st grade teachers for all their hard work.

Look for our 2nd graders to star in "How the Penguins Saved Christmas", December 19th at 7PM. It promises to be a fun and entertaining show!. *See you there!*

Reading Styles Training

Thirty five teachers from the nine Deerfield Beach Quality Coalition schools participated in an exciting learning workshop. The workshop enabled teachers to understand how different learners learn to read and what is needed to accelerate and ensure progress. Linda Queiruga, a consultant from the National Reading Styles Institute, conducted the two day training session. She provided teachers with the understanding that all reading instruction flows from the reading styles of the student. There are four learning style characteristics: visual, auditory, tactile and kinesthetic. If we can tap into the learning strengths of each student we can provide them with the learning instruction that will lead to success. Teachers could not wait to return to their classrooms and begin implementing these strategies. Since reading is the most important fundamental ability taught in our schools, it is vital to society. It is the door to knowledge and a capability that can liberate people both intellectually and personally.

5th Grade Wreath-Laying Ceremony Composition Winners

The fifth grade students were shown a VCR tape of QWE's Wreath-Laying Ceremony at the Unknown Soldier's Tomb in Arlington Cemetery in Washington, DC. The children were asked to explain why they think the United States honors the Unknown Soldiers. The following students were the top ten winners: Grace Yu, Jessica Jobbitt, Nick Russo, Mary Nichols, Kim Duong, Antwan Walls, Ashley Cino, Stephen Yackel, Henry Herrera, and Maghan Tromly.

Appendix M: Reading With Style! Presentation Agenda

Reading With Style
AGENDA
December 7, 1995

Overview

Evaluations

The Animal Story

Video - Combing the Power of Reading Styles with Whole Language

Sugguested Materials/Funding

Questions

Appendix N: Reading Styles Suggested Material List per School

Reading Styles
Suggested Material List
Per School

Dubber		$500.00
Disc Scoring		159.00
Overlays (Medium-4 Colors)		15.00
Test Book Surveys		15.00
Recording Tapes		79.00
	Total	$768.00

10% Discount
Shipping and Handling

Appendix O: Allocation of Funds Memo

MEMO

January 5, 1995

To: Reading With Style! Participant

From: Cindy M. Dean

Subject: Allocation of Funds

I met with the steering committee of Deerfield Beach Quality Coalition on January 4, 1996 and presented an overview of the workshop. I recommended that funds be provided to purchase reading styles materials. The decision was made to distribute $800.00 to each school; however, each school will determine how the funds will be utilized based on individual school priorities. Please see your principal at your school.

Your name has been submitted for inservice points. Please complete the evaluation form and return it to me as soon as possible.

Title:	Reading With Style! Two-Day Seminar
Component Number:	51407200
Sequence Number:	09468

Appendix P: Thank You Note to PTA

THANK YOU NOTE

Just a note to say thank you for supporting our Reading With Style! Two-Day Seminar.

The continental breakfast was greatly appreciated by all of the participants from the Innovation Zone.

The support staff loved the private luncheon with the NRSI consultant.

QWE teachers who participated in the seminar were pleasantly surprised by the great baked potato meal they shared with Linda, our consultant.

Thank you so much,
Cindy Dean

Appendix Q: Photographs of Student Learning Environments

Reading With Style!

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